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ABSTRACT

A survey was conducted of 1,343 community college students who transferred to the University of California, Los Angeles (UCLA), in fall 1977 to determine the major factors influencing student withdrawal or persistence. In addition to requesting information on students' background, the survey questionnaire asked the students to contrast their community college and UCLA experiences with respect to several measures, including: (1) students' writing experiences and activities; (2) their use of the library; (3) their participation and learning experiences in class; (4) their contact with the faculty; (5) gains made in their ability to think critically and quantitatively, to find and synthesize information, and to appreciate the arts; and (6) environmental factors, such as intellectual, aesthetic, critical, and vocational emphases and student-teacher relations. Regression analyses were performed to establish the relationship between these independent variables and two dependent variables--UCLA grade point average (GPA) and persistence or withdrawal as determined by spring 1979 registration status. Survey responses from 508 persisting students and 316 dropouts revealed that persistence and GPA were significantly related to transfer GPA, unmet financial needs, writing experience in the community college, and selected majors. The study report contrasts transfer and native students and persistors and dropouts and includes the questionnaire. (HB)

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The UCLA Community College Student Survey Project

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Background

The University of California initiated a study of retention and transfer of freshmen and transfer students as part of an overall study of undergraduate enrollment. In addition to a comprehensive analysis of systemwide and local campus data on student academic performance, each campus conducted a number of local attrition and retention studies.

In the spring of 1979 the UCLA Attrition and Retention Task Force conducted a telephone survey of freshmen and transfer students who withdrew and persisted at UCLA. Findings from this survey indicated that community college transfers' persistor or dropout status at UCLA was related to their level of involvement in UCLA academic and non-academic activities, the amount of faculty contact, and the degree of transfer shock between community college and UCLA. This study also found that persistence appeared to be more related to the quality of the transfer student's effort in college academic activities than to background factors. As a result, a major survey of UCLA community college transfers' effort in college activities was conducted.

The Questionnaire

The questionnaire is a modified version of the College Student Experiences Questionnaire (CSEQ), developed by Professor C. Robert Pace, UCLA Graduate School of Education. The instrument includes the CSEQ college activities academic scales on experience in course learning and with faculty, and library and writing experience, four of the college environment scales and eleven items on academic gains from the estimate of gains scales. The Southern California Community College Institutional Research Association (SCCIRA) reviewed the questionnaire and contributed several of the background information items. All 1,343 Fall 1977 community college transfers to UCLA were surveyed in this study.

The unique feature of this survey was that students were asked to indicate how frequently they engaged in the various activities as a community college student and as a UCLA student. The 824 respondents were classified as persistors (508), and dropouts (316), based on their Spring 1979 registration status.

ANALYSIS

Two regression analyses were performed to determine which variables were related to academic performance at UCLA. Background factors (i.e., previous academic performance, financial status, and demographic factors), the four quality of effort scales scores (i.e., library, course learning, faculty, and writing experiences), the community college environment and the estimate of gains scales scores in the community college were used as independent variables related to the dependent variable

of persistor or dropout status. A second regression, using the same set of independent variables and UCLA GPA as the dependent variable, produced a higher multiple correlation (.63 versus .47). Six variables (i.e., transfer GPA, unmet financial need, faculty experience, and writing experience in the community college, Fine Arts and Social Science majors) were statistically significant in both regression analyses.

The Academic Effort Scales

The academic effort scales measured writing, faculty, library and course learning experiences. A composite distribution of persistors' and dropouts' responses is presented in Table 1. Mean score differences and percentages are noted. Persistors' effort scores increase at UCLA when compared with their community college experience. Dropouts also showed an increase in their effort scores from the community college to UCLA (except in faculty experience); but the increase was not as large as for persistors.

To determine if the differences in scores were related to institutional differences between community college and UCLA or differences between lower division and upper division, scores were compared with data collected in an earlier study (Pace, 1979). Pace (1979) surveyed UCLA underclassmen and upperclassmen natives and transfers in his "Measuring Quality of Effort" project. If the differences were principally due to differences between lower division and upper division instruction, we would expect major differences between underclassmen and upperclassmen at UCLA. On the other hand, if the differences were due to institutional factors, we would expect differences between community college transfers' ratings and underclassmen at UCLA.

A composite distribution of the Pace (1979) sample and the persistors and dropouts from this study, showing the percent responding "very often" and "often" for all items in each of the four scales is included in Tables 2-5. Referring to Table 2, Writing Experience, for example, there was very little percentage difference between the responses of UCLA underclassmen and upperclassmen. There was a large percentage difference, however, between persistor and dropout ratings of the community college and underclassmen ratings of lower division courses at UCLA. Therefore, the differences appear to be related to institutional factors rather than the level of instruction.

One might hypothesize that the procedure of requiring transfers to rate the community college experience next to the UCLA experience on the questionnaire might have biased the responses in favor of UCLA. However, if there had been systematic bias in the procedure used, one would have expected higher ratings of UCLA on all or most of the items. This did not occur. Indeed, scores on the faculty experience scale were substantially higher in the community college than at UCLA.

Two major patterns appear in these data. As Table 2, Writing Experience, (items 2, 3, 4, and 7) shows dropouts did engage more frequently in higher level cognitive activities at UCLA. However, their response only approximated the level of effort of persistors at the community college. For example, on Item 4, Table 2, three-fourths of the persistors engaged in these activities "very often" and "often" as compared with one-third of the dropouts.

This pattern was also found in the scale on Course Learning, Table 3. There were no differences between persistors and dropouts on lower cognitive items (Table 3, Items 1 and 2), but the dropout response declined on higher level cognitive activities (items 4, 5, and 6).

As shown in Table 4, the higher level cognitive items (items 6, 8, and 10) in the Library Experience scale show this same pattern. The persistors' level of effort in Library Experience is considerably higher than that of the dropouts'. And while the level of activity of the dropouts increases at UCLA, it only approximates that of the persistors in community college.

Therefore, a consistent pattern emerges in the Writing, Course Learning, and Library scales. The dropouts and persistors increased their level of effort between the community college and UCLA, but the dropouts' level of effort only approximates the persistors' level in the community college.

However, a different pattern emerges relative to faculty effort. Table 5, Experience With Faculty, shows that transfer student relations with faculty declined between the community college and UCLA. The persistors show a level of contact that is similar to UCLA upperclassmen and, in fact, is slightly higher on almost all items. With respect to the higher level items (items 4-10), persistors had about the same amount of contact with UCLA faculty as they had with community college faculty. The dropouts had more contact with community college faculty and less contact with UCLA faculty than the persistors.

This pattern is also evident in the dropouts' ratings of faculty/student relations in the College Environment scale (Table 7).

The College Environment

The percentage distribution of responses and mean scores for the community college and UCLA are presented in Table 7. Persistors and dropouts both rated the intellectual emphasis, the emphasis on being critical and analytical, and the emphasis on aesthetics as highest at UCLA and the community college higher on vocational emphasis.

The emphasis on strong faculty/student relations is higher for persistors and dropouts at the community college than at UCLA. Dropouts had little or no contact with UCLA faculty. This low rating is consistent with student comments and observations derived from the telephone survey (Spring 1979) and follow-up interviews. More importantly, the dropouts' rating of the UCLA faculty on the college environment scale is consistent with their low percentage response of "very often" and "often" on the faculty experience scale (Table 5).

Estimate of Gains

Table 6 shows the distribution of responses and mean scores for the persistors and dropouts in their self-reported estimate of gains.

Persistors' and dropouts' estimate of gains at the community college were low. Persistors did show greater gains at UCLA. In fact, when compared with the dropouts, persistors' gains are almost twice as much on each item. These gain differences are consistent with the score differences on the quality of effort items where persistors had higher scores on the course learning, writing, and library scales.

Summary

This study measured community college persistors' and dropouts' effort in four college activities and their ratings of the college environment and their estimate of gains. The study indicates that when enrolled at community college, UCLA persistors exhibited higher level cognitive efforts that the UCLA dropouts. At UCLA, the UCLA persistors more than doubled their effort; however, the dropouts' level at UCLA only approximated that of the persistors' level of effort when they were enrolled in the community colleges. Courses in the community colleges appear less likely to require certain higher level cognitive activities. For example, two-thirds of the transfers said they had often or very often "worked on a paper, project, or assignment where they had to integrate ideas from various parts of the course" while at the university. Only one-third of the transfers said they had done this often or very often for community college courses. Similar differences were obtained on other items, such as "summarized major points and information in your readings or notes," or "spent at least five hours writing a paper." The scale on Experience with Faculty produced a most interesting difference between persistors and dropouts. Community college transfers who persisted at the university had approximately the same amount of contact with UCLA and community college faculty outside the classroom. However, dropouts had much more contact with community college faculty and very little

contact with the faculty after transferring to UCLA. The fact that the persistors were able to get as much faculty contact as they had in the community college suggests that the important difference may be in the nature of the faculty contact rather than the availability of the UCLA faculty.

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January 8, 1980

Dear Student:

I am writing to ask your help on a survey being conducted by UCLA. The purpose of this survey is to examine the academic needs of the community college transfer student. This survey is one phase of an already comprehensive study on community college transfer student attrition and retention at UCLA. As a recent community college transfer who has attended or is attending UCLA, you can help us by filling out this questionnaire.

An increasing number of community college transfers who withdraw from UCLA are in academic difficulty, and many will have been on probation at least one quarter of their academic careers at the University. Your candid response to this questionnaire will help us determine what is affecting the performance of community college transfer students, and what can be done to enable them to succeed at UCLA. The results of this survey and other information which we have gathered through telephone surveys and conversations with transfer students will also help determine what UCLA and local community colleges can do to enhance the preparation for UCLA bound students.

On behalf of those community college transfer students who will benefit from your response, I hope you will take the time to complete this questionnaire and return it to us in the next week.

Thank you for your cooperation.

Sincerely,

Juan F. Lara

Juan F. Lara, Coordinator
Community College Student
Survey Project.

This complete copy of the questionnaire includes percentage responses for each item. The total sample is 824 respondents. There are 508 persisters and 316 dropouts. Persister and Dropout responses are denoted as P and D respectively.

BACKGROUND INFORMATION

DIRECTIONS: Indicate your response by filling in the appropriate space under each question.

P	DO	
		1. In high school, did you think seriously about applying to UCLA or a University of California campus?
40	25	yes
60	75	no
		2. In high school, were you aware of the college preparatory courses you had to take to be eligible for admission to UCLA or a University of California campus?
60	46	yes
40	54	no
		3. When did you first think seriously about pursuing an academic program that would prepare you to transfer to UCLA?
24	14	Prior to my senior year of high school.
6	5	During my senior year of high school.
10	9	After high school but before attending a community college.
27	28	During my first year in community college
22	29	During my second year in community college.
6	11	During my third year in community college.
4	4	During my fourth year or later in community college.
		4. What is the best estimate of your family's total income during your last year of high school?
6	3	less than $6,000
8	6	$6,000-$9,999
11	9	$10,000-$11,999
13	18	$12,000-$14,999
12	23	$15,000-$17,999
19	24	$18,000-$24,999
12	8	$25,000-$29,999
8	5	$30,000-$34,999
6	2	$35,000-$49,999
5	2	$50,000 or more

5. If you attended more than one community college, please indicate the community college where you received the most thorough academic preparation for UCLA.

Community College: (Full name)_____

State, if other than California:_____

P	DO	
		6. How satisfied are you with the information you received in your community college about admission policies and procedures at UCLA?
21	8	very satisfied
34	51	satisfied
27	24	marginally satisfied
15	15	not satisfied
4	2	no information
		7. How satisfied are you with the information you received in your community college about the academic prerequisites for your major at UCLA?
23	8	very satisfied
29	45	satisfied
28	24	marginally satisfied
16	21	not satisfied
4	3	no information

8. In deciding to enroll in a community college, please rate the importance of the following reasons by filling in each blank with the number of the appropriate response.

1) Very Important 2) Important 3) Not Important 4) Somewhat Important 5) Not Applicable

P* (1)	P* (2)	DO* (1)	DO* (2)	
37	19	37	20	To prepare for a career.
31	21	33	19	To be able to get a better job.
3	6	6	3	To get a promotion.
41	26	25	20	For personal development.
36	26	24	24	To gain an appreciation for ideas and knowledge.
1	1	1	1	To qualify for veterans or social security benefits.
9	20	5	15	To meet new people.
5	11	3	5	To participate in extra-curricular activities.
5	3	2	2	To participate in college athletics.
66	15	57	27	To meet academic requirements for transfer to a four-year college or university.
42	17	32	29	To meet academic requirements to transfer to UCLA.
51	23	61	28	The costs of attending were low.
45	30	57	26	Location of campus to my home.
18	8	24	14	Ineligible for a four-year college or university.
2	2	0	1	Nothing else to do.

*** Percentages for Persister and Dropout [illegible] responses to items 1 and 2 only.

COLLEGE ACTIVITIES

9. DIRECTIONS: How often did you do each of the following during an academic year at your community college and at UCLA? Indicate a response for all the tables below by filling in the appropriate space for your community college experience and your UCLA experience.

		COMMUNITY COLLEGE					UCLA			
		Very often	Often	Occasionally	Never		Very often	Often	Occasionally	Never
A. Library Experience										
1.	Used the library as a quiet place to read or study materials you brought with you.	11	12	59	24	P	42	28	25	5
		6	7	58	29	D	25	33	34	8
2.	Used the card catalogue to find what materials there were on some topic.	11	19	35	35	P	25	24	25	25
		6	8	20	67	D	10	17	21	52
3.	Asked the librarian for help in finding material on some topic.	6	11	40	43	P	9	22	47	22
		2	5	41	52	D	7	14	41	38
4.	Read something in the reserve book room that was assigned by a faculty member.	4	7	26	63	P	25	32	33	10
		3	4	37	56	D	13	28	27	31
5.	Used indexes (such as the Reader's Guide to Periodical Literature) to journal articles.	5	12	32	52	P	11	20	33	36
		2	6	16	76	D	5	9	16	71
6.	Developed a bibliography or set of references for use in a term paper or some other class assignment.	7	16	51	27	P	26	32	30	13
		4	9	54	34	D	9	21	29	42
7.	Found some interesting material to read just by browsing in the stacks.	7	16	29	49	P	12	21	43	21
		4	4	31	61	D	10	17	34	39
8.	Ran down leads, looked for further references that were cited in things you read.	4	9	29	58	P	11	21	41	28
		1	5	15	79	D	4	9	20	67
9.	Used specialized bibliographies (such as Chemical Abstracts, Psychological Abstracts, etc.).	1	5	15	79	P	9	12	22	56
		0	2	10	88	D	3	7	12	78
10.	Gone back to read a basic reference or document that other authors had often referred to.	2	5	24	70	P	7	13	47	33
		0	3	14	84	D	3	7	18	73
B. Experiences With Faculty										
1.	Talked with a faculty member.	34	29	32	5	P	23	22	48	7
		34	37	27	2	D	12	15	46	27
2.	Asked your instructor for information related to a course you were taking (grades, make-up work, assignments, etc.).	25	25	43	8	P	18	21	50	11
		30	37	31	3	D	13	19	40	29
3.	Visited informally and briefly with an instructor after class.	23	22	34	22	P	15	13	43	29
		23	37	31	9	D	8	11	31	51
4.	Made an appointment to meet with a faculty member in his/her office.	10	15	45	30	P	13	22	51	15
		17	29	47	7	D	11	16	46	27
5.	Discussed ideas for a term paper or other class project with a faculty member.	12	14	51	23	P	14	15	52	19
		12	26	50	12	D	7	11	32	51
6.	Discussed career plans and ambitions with a faculty member.	16	14	38	32	P	10	10	35	45
		11	17	44	28	D	3	3	13	82

	COMMUNITY COLLEGE					UCLA			
	Very often	Often	Occasionally	Never		Very often	Often	Occasionally	Never
B. Experience With Faculty (continued)									
7. Asked your instructor for comments and criticisms about your work.	12	26	43	29	P	13	12	45	30
	11	22	47	19	D	6	14	30	51
8. Had coffee, cokes, or snacks with a faculty member.	4	7	24	66	P	3	5	23	69
	2	4	15	79	D	0	1	8	91
9. Worked with a faculty member on a research project.	1	1	7	90	P	3	4	14	80
	0	2	4	94	D	0	0	2	98
10. Discussed personal problems or concerns with a faculty member.	5	7	29	59	P	4	3	23	71
	3	10	44	42	D	1	2	8	89
C. Course Learning									
1. Took detailed notes in class.	40	24	25	11	P	58	28	12	3
	49	18	32	2	D	59	22	17	3
2. Listened attentively in class meetings.	61	29	9	0	P	77	20	3	0
	86	11	3	0	D	90	9	1	0
3. Underlined major points in the reading.	33	18	22	27	P	45	22	19	14
	42	14	16	28	D	49	18	15	18
4. Tried to see how different facts and ideas fit together.	36	25	30	9	P	54	33	11	3
	33	26	31	10	D	45	27	21	8
5. Thought about practical applications of the materials.	32	23	32	14	P	47	33	13	8
	16	13	25	46	D	20	15	16	50
6. Worked on a paper, project, or assignment where you had to integrate ideas from various parts of the course.	21	20	49	11	P	47	30	19	4
	9	11	60	20	D	14	22	30	35
7. Summarized major points and information in your readings or notes.	24	20	39	18	P	42	30	23	5
	15	15	57	13	D	23	27	38	12
8. Tried to explain the material to another student or friend.	23	22	33	22	P	29	30	25	17
	10	14	35	41	D	11	12	22	56
9. Made outlines from class notes or readings.	14	13	37	36	P	20	24	32	24
	12	14	49	26	D	18	26	33	22
10. Did additional readings on topics that were introduced and discussed in the class.	8	11	32	49	P	12	22	45	22
	4	8	26	63	D	5	16	26	53
D. Experience in Writing									
1. Used a dictionary or thesaurus to look up the proper meaning of words.	29	20	45	6	P	39	28	30	4
	15	14	53	18	D	21	19	31	29
2. Consciously and systematically thought about grammar, sentence structure, paragraphs, word choice, and sequence of ideas or points as you were writing.	31	25	39	5	P	45	32	19	4
	17	13	54	17	D	25	23	28	23
3. Wrote a rough draft of a paper or essay and then revised it yourself before handing	37	22	37	5	P	54	27	16	3
	21	11	55	13	D	29	21	27	23
4. Spent at least five hours or more writing a paper (not counting time spent in reading or at the library).	29	16	21	34	P	52	26	16	7
	10	9	20	61	D	15	16	29	40

D. Experience In Writing (continued)

	COMMUNITY COLLEGE					UCLA			
	Very often	Often	Occasionally	Never		Very often	Often	Occasionally	Never
5. Asked other people to read something you wrote to see if it was clear to them.	12	18	28	42	P	17	23	24	36
	6	10	12	72	D	5	10	16	69
6. Referred to a book or manual about style of writing, grammar, etc.	9	16	33	43	P	16	18	29	37
	8	6	40	46	D	9	8	15	69
7. Revised a paper or composition two or more times before you were satisfied with it.	14	17	44	25	P	31	26	30	13
	9	11	63	18	D	20	19	28	33
8. Asked an instructor for advise and help to improve your writing.	7	7	30	57	P	6	11	27	57
	4	10	28	58	D	4	8	13	75
9. Made an appointment to talk with an instructor who had criticized a paper you had written.	8	8	41	43	P	15	18	33	35
	5	13	58	24	D	8	11	32	49
10. Submitted for publication an article, story, or other composition you had written.	0	2	7	91	P	0	1	8	91
	1	0	4	95	D	0	0	1	99

OPINIONS ABOUT COLLEGE

(P) (D)

COMMUNITY COLLEGE

10. How well did you like your community college experience?

(P)	(D)	
32	21	I was enthusiastic about it.
48	69	I liked it.
17	10	I was more less neutral about it.
3	1	I didn't like it.

11. If you could start over again, would you attend the community college?

(P)	(D)	
39	23	Yes, definitely.
43	68	Probably yes.
13	6	Probably no.
6	3	No, definitely.

a. If you answered "Probably no" or "No, definitely," indicate your reason(s) why.

(P) (D)

UCLA

12. How well do you or did you like your UCLA experience?

(P)	(D)	
46	20	I am/was enthusiastic about it.
38	26	I like/liked it.
12	30	I am/was more or less neutral about it.
4	24	I don't/didn't like it.

13. If you could start over again, would you transfer to UCLA?

(P)	(D)	
60	22	Yes, definitely.
30	36	Probably yes.
8	28	Probably no.
2	14	No, definitely.

a. If you answered "Probably no" or "No, definitely," indicate your reason(s) why.

14. Thinking of your own experiences at your community college, to what extent do you feel that each of the following was emphasized? The responses are numbered 7 to 1, with the highest and lowest points described. Fill in the space of the number which best indicates your answer on this seven-point rating scale.

Your Community College

	(7)	(6)	(5)	(4)	(3)	(2)	(1)	
a) Emphasis on the development of academic, scholarly, and intellectual qualities.								
Strong emphasis (P)	7	16	24	32	15	5	1	Weak emphasis
(D)	3	9	23	40	22	2	1	
b) Emphasis on the development of esthetic, expressive, and creative qualities.								
Strong emphasis (P)	8	14	20	19	21	16	3	Weak emphasis
(D)	2	10	11	17	40	18	2	
c) Emphasis on being critical, evaluative, and analytical.								
Strong emphasis (P)	5	13	21	35	15	8	3	Weak emphasis
(D)	1	8	19	42	25	5	1	
d) Emphasis on the development of vocational and occupational competence.								
Strong emphasis (P)	13	24	30	18	7	5	3	Weak emphasis
(D)	18	42	23	13	3	2	0	

UCLA

	(7)	(6)	(5)	(4)	(3)	(2)	(1)	
e) Emphasis on the development of academic, scholarly, and intellectual qualities.								
Strong emphasis (P)	53	32	10	3	1	0	0	Weak emphasis
(D)	60	34	4	2	1	0	1	
f) Emphasis on the development of esthetic, expressive, and creative qualities.								
Strong emphasis (P)	19	23	22	19	12	4	3	Weak emphasis
(D)	26	23	24	16	5	3	4	
g) Emphasis on being critical, evaluative, and analytical.								
Strong emphasis (P)	55	31	8	4	1	1	0	Weak emphasis
(D)	57	33	4	4	1	1	0	
h) Emphasis on the development of vocational and occupational competence.								
Strong emphasis (P)	11	10	15	14	12	14	24	Weak emphasis
(D)	6	4	6	6	8	18	51	

15. Thinking back to your experiences at community college and UCLA, how would you rate your relationships with faculty?

YOUR COMMUNITY COLLEGE

a) Relationships with faculty members

Approachable, Helpful, Understanding, Encouraging.	⑦	⑥	⑤	④	③	②	①	Remote, Discouraging, Unsympathetic.
(P)	28	30	20	16	3	1	1	
(D)	24	27	23	22	4	1	0	

UCLA

b) Relationships with faculty members

Approachable, Helpful, Understanding, Encouraging.	⑦	⑥	⑤	④	③	②	①	Remote, Discouraging, Unsympathetic.
(P)	14	17	18	25	14	10	3	
(D)	4	7	13	20	14	22	22	

ESTIMATE OF GAINS

16. DIRECTIONS: In your experiences at community college and at UCLA, to what extent do you feel you have gained or made progress in each of the following areas? Indicate a response by filling in the appropriate space for your community college experience and your UCLA experience.

	COMMUNITY COLLEGE					UCLA			
	Very much	Quite a bit	Some	Very little		Very much	Quite a bit	Some	Very little
1. Ability to think analytically and logically.	9	25	51	15	P	47	38	14	1
	5	22	62	11	D	20	26	33	21
2. Quantitative thinking - understanding probabilities, proportions, etc.	8	20	42	30	P	26	30	24	18
	4	16	58	23	D	11	19	26	45
3. Ability to put ideas together, to see relationships, similarities, and differences between ideas.	11	27	49	14	P	50	37	11	2
	5	21	63	11	D	20	32	32	17
4. Ability to learn on your own, pursue ideas, and find information you need.	14	24	45	17	P	57	33	9	1
	7	17	64	12	D	22	31	27	20
5. Vocational training - acquiring knowledge skills applicable to a career.	9	14	36	41	P	20	18	27	35
	5	12	27	57	D	6	5	17	72
6. Acquiring background and specialization for further education in some professional, scientific, or scholarly field.	10	17	45	28	P	39	28	25	9
	5	13	42	41	D	11	12	27	49
7. Gaining a broad general education about different fields of knowledge.	20	32	45	3	P	23	30	35	13
	12	17	66	6	D	7	17	35	42
8. Developing an understanding and enjoyment of art, music, and drama.	16	18	43	24	P	23	20	31	27
	8	13	62	17	D	18	10	23	49
9. Broadening your acquaintance and enjoyment of literature.	13	20	49	18	P	24	21	30	26
	5	13	69	14	D	15	12	23	50
10. Writing clearly and effectively.	11	25	51	13	P	26	30	28	16
	6	14	69	11	D	12	18	29	42
11. Becoming aware of different philosophies, cultures, and ways of life.	13	24	39	25	P	43	33	21	3
	10	11	27	52	D	24	22	28	27

Table 5

Composite Distribution of Scores on the Quality of Effort Scales at the Community College and UCLA for the Persisters and Dropouts (in percentages)

Scales and Scoring	Total				Persisters				Dropouts			
	Community College		UCLA		Community College		UCLA		Community College		UCLA	
Library												
36-40	1		3		1		3		1		1	
31-35	2		9		2		11		3		6	
26-30	7		18		10		23		3		9	
21-25	12	22%	23	53%	15	28%	28	65%	9	16%	15	31%
16-20	22		27		27		25		14		29	
11-15	44		19		35		9		56		34	
Never	12		2		10		1		14		5	
Mean	17		22		18		23		15		19	
Faculty												
36-40	2		2		3		3		2		1	
31-35	7		5		7		6		8		3	
26-30	16		9		14		11		18		6	
21-25	26	51%	15	31%	23	47%	18	38%	30	58%	10	20%
16-20	30		31		30		34		29		26	
11-15	17		31		20		26		13		37	
Never	2		7		2		1		1		16	
Mean	21		19		21		20		22		16	

(Table 5 continued)

Scales and Scoring	Total				Persisters				Dropouts			
	Community College		UCLA		Community College		UCLA		Community College		UCLA	
Course Learning												
36-40	9		15		11		20		5		8	
31-35	16		25		18		30		12		17	
26-30	21	46%	30	70%	21	50%	30	80%	20	37%	30	55%
21-25	28		20		25		16		34		26	
16-20	21		9		20		4		25		16	
11-15	5		1		7		0		3		2	
Never	0		0		1		0		0		1	
Mean	25		29		26		30		25		26	
Writing												
36-40	2		2		2		3		2		2	
31-35	7		11		9		13		5		6	
26-30	14		26		18		32		8		15	
21-25	20	43%	23	62%	23	52%	28	76%	15	30%	17	40%
16-20	24		19		21		17		28		23	
11-15	31		12		25		5		42		21	
Never	1		7		1		1		1		16	
Mean	21		23		22		25		19		19	

Table 6

Percent Responding "Very Often" or "Often"

to Experience in Writing Scale Items

Items	UCLA					Community College	
	Underclassmen	Upperclassmen		Persister	Dropout	Persister	Dropout
		Native	Transfer				
1. Used a dictionary or thesaurus to look up the proper meaning of words.	74	69	78	66	40	49	30
2. Consciously and systematically thought about grammar, sentence structure, paragraphs, word choice, and sequence of ideas or points as you were writing.	77	71	79	77	49	56	30
3. Wrote a rough draft of a paper or essay and then revised it yourself before handing it in.	76	78	83	81	50	59	32
4. Spent at least five hours or more writing a paper.	60	78	78	77	31	45	19
5. Asked other people to read something you wrote to see if it was clear to them.	45	45	51	40	15	30	16
6. Referred to a book or manual about style or writing, grammar, etc.	37	25	35	34	16	25	13

(Table 6 continued)

Percent Responding "Very Often" and "Often"

to Experience in Writing Scale Items

Items	UCLA					Community College	
	Under-Classmen	Upperclassmen Native	Upperclassmen Transfer	Persister	Dropout	Persister	Dropout
7. Revised a paper or composition two or more times before you were satisfied with it.	38	33	35	57	39	31	20
8. Asked an instructor for advice and help to improve your writing.	26	13	16	16	12	13	14
9. Made an appointment to talk with an instructor who had criticized a paper you had written.	21	13	15	32	19	16	18
10. Submitted for publication an article, story, or other composition you had written.	2	2	6	2	0	2	2

Note: UCLA underclassmen and upperclassmen native and transfer percentages were taken from "Measuring Quality of Effort Survey," (Pace, 1979).

Table 7

Percent Responding "Very Often" and "Often"

to Course Learning Scale Items

Items	UCLA					Community College	
	Under-Classmen	Upperclassmen					
		Native	Transfer	Persister	Dropout	Persister	Dropout
1. Took detailed notes in class.	94	94	90	86	81	64	66
2. Listened attentively in class meetings.	97	94	97	97	98	91	97
3. Underlined major points in the readings.	80	78	81	68	67	52	46
4. Tried to see how different facts and ideas fit together.	85	86	87	86	72	61	59
5. Thought about practical applications of the material.	73	78	77	79	35	54	29
6. Worked on a paper, project, or assignment where you had to integrate ideas from various parts of the course.	63	58	68	77	36	41	20
7. Summarized major points and information in your readings or notes.	63	66	68	72	50	44	31

(Table 7 continued)

Percent Responding "Very Often" and "Often"

to Course Learning Scale Items

Items	UCLA					Community College	
	Under-classmen	Upperclassmen		Persister	Dropout	Persister	Dropout
		Native	Transfer				
8. Tried to explain the material to another student of friend.	62	57	66	59	22	45	24
9. Made outlines from class notes or readings.	44	52	47	44	45	27	25
10. Did additional readings on topics that were introduced and discussed in the class.	14	15	29	33	21	18	11

Note: UCLA underclassmen and upperclassmen native and transfer percentages were taken from "Measuring Quality of Effort Survey," (Pace, 1979).

Table 8

Percent Responding "Very Often" and "Often"

to Library Experience Scale Items

Items	UCLA					Community College	
	Under-Classmen	Upperclassmen		Persister	Dropout	Persister	Dropout
		Native	Transfer				
1. Used the library as a quiet place to read or study materials you brought with you.	50	56	53	71	58	24	13
2. Used the card catalogue to find what materials there were on some topic.	16	20	36	50	27	30	14
3. Asked the librarian for help in finding material on some topic.	11	11	13	31	21	18	7
4. Read something in the reserve room that was assigned by a faculty member.	12	33	12	56	41	5	7
5. Used indexes to journal articles.	9	14	19	31	14	17	9
6. Developed a bibiography or set of references for use in a term paper	14	19	30	58	30	22	12

(Table 8 continued)

Percent Responding "Very Often" and "Often"

to Library Experience Scale Items

Items	UCLA					Community College	
	Under-classmen	Upperclassmen Native	Upperclassmen Transfer	Persister	Dropout	Persister	Dropout
7. Found some interesting material to read just by browsing in the stacks.	15	18	19	34	27	22	9
8. Ran down leads, looked for further references that were cited in things you read.	9	13	17	32	13	13	6
9. Used specialized bibliographies.	3	10	9	21	10	6	3
10. Gone back to read a basic reference or document that other authors had often referred to.	2	5	9	19	9	6	3

Note: UCLA underclassmen and upperclassmen native and transfer percentages were taken from "Measuring Quality of Effort Survey," (Pace, 1979).

Table 9

Percent Responding "Very Often" and "Often"

to Experience With Faculty Scale Items

Items	UCLA					Community College	
	Under-classmen	Upperclassmen Native	Upperclassmen Tranfer	Persister	Dropout	Persister	Dropout
1. Talked with a faculty member.	47	44	40	45	26	63	71
2. Asked your instructor for information related to a course you were taking.	32	33	23	39	32	49	66
3. Visited informally and briefly with an instructor after class.	18	22	21	28	18	45	60
4. Made an appointment to meet with a faculty member in his/her office.	14	13	19	34	27	26	47
5. Discussed ideas for a term paper or other class project with a faculty member.	11	16	18	29	18	26	37
6. Discussed your career plans and ambitions with a faculty member.	8	10	7	20	5	30	28
7. Asked your instructor for comments and criticisms about your work.	11	17	18	25	20	28	33

(Table 9 continued)

Percent Responding "Very Often" and "Often"
to Experience With Faculty Scale Items

Items	UCLA					Community College	
	Underclassmen	Upperclassmen		Persister	Dropout	Persister	Dropout
		Native	Transfer				
8. Had coffee, cokes, or snacks with a faculty member.	3	4	4	8	1	10	6
9. Worked with a faculty member on a research project.	1	6	4	7	0	3	2
10. Discussed personal problems or concerns with a faculty member.	3	3	1	6	3	11	13

Note: UCLA underclassman and upperclassman native and transfer percentages were taken from "Measuring Quality of Effort Survey," (Pace, 1979).

Table 10

Composite Distribution of Responses on Estimate of Gains at the Community College and UCLA for the Persisters and Dropouts (in percentages)

Estimate of Gains	Community College				UCLA			
	Persister		Dropout		Persister		Dropout	
Critical Thinking								
4 very much	9		5		47		20	
3 quite a bit	25	34%	22	27%	38	85%	26	46%
2 some	51		62		14		33	
1 very little	15		11		1		21	
Mean	2.3		2.2		3.3		2.4	
Quantitative Thinking								
4	8		4		26		11	
3	20	28%	16	20%	30	56%	19	30%
2	42		58		24		26	
1	30		23		20		45	
Mean	2.0		2.0		2.6		2.0	
Synthesize Information								
4	11		5		50		20	
3	27	38%	21	26%	37	87%	32	52%
2	49		63		11		32	
1	14		11		2		17	
Mean	2.3		2.2		3.3		2.5	

(Table 10 continued)

Estimate of Gains	Community College				UCLA			
	Persister		Dropout		Persister		Dropout	
Ability to Find Information								
4	14		7		57		22	
3	24	38%	17	24%	33	90%	31	53%
2	45		64		9		27	
1	17		12		1		20	
Mean	2.4		2.2		3.5		2.6	
Advanced Education								
4	9		5		20		6	
3	14	23%	12	17%	18	38%	5	11%
2	36		27		27		17	
1	41		57		35		72	
Mean	2.0		1.7		2.2		1.4	
General Education								
4	10		5		39		11	
3	14	27%	13	18%	28	67%	12	23%
2	45		42		25		27	
1	28		41		9		49	
Mean	2.1		1.8		3.0		1.9	
Appreciate Arts								
4	20		12		23		7	
3	32	52%	17	29%	30	53%	17	24%
2	45		66		35		35	
1	3		6		13		42	
Mean	2.7		2.3		2.6		1.9	

(Table 10 continued)

Estimate of Gains	Community College				UCLA			
	Persister		Dropout		Persister		Dropout	
Write Clearly								
4	13		5		24		15	
3	20	33%	13	18%	21	45%	12	27%
2	49		69		30		23	
1	18		14		26		50	
Mean	2.3		2.1		2.4		2.0	
Philosophy/ Cultures								
4	11		6		26		12	
3	25	36%	14	20%	30	56%	18	30%
2	51		70		28		29	
1	13		11		16		42	
Mean	2.3		2.2		2.7		2.0	
Appreciate Literature								
4	16		8		23		18	
3	18	34%	13	21%	20	43%	10	28%
2	43		62		31		23	
1	24		17		27		49	
Mean	2.3		2.1		2.4		2.0	

Table 11

Composite Distribution of Ratings on Environmental Characteristics at the Community College and UCLA for Persisters and Dropouts (in percentages)

Ratings of Environment	Community College				UCLA			
	Persister		Dropout		Persister		Dropout	
Intellectual Emphasis								
7 strong emphasis	7		3		53		59	
6	16	23%	9	12%	32	85%	33	92%
5	24		23		10		4	
4	32		40		3		2	
3	15		22		1		1	
2	5		2		0		0	
1 weak emphasis	1		1		0		1	
Mean	4.5		4.2		6.3		6.5	
Aesthetic Emphasis								
7	8		2		19		26	
6	14		10		23		23	
5	20	42%	11	23%	22	64%	24	73%
4	19		17		19		16	
3	21		40		12		5	
2	16		18		4		3	
1	3		2		3		4	
Mean	4.1		3.6		5.0		5.3	

(Table 11 continued)

Ratings of Environment	Community College				UCLA			
	Persister		Dropout		Persister		Dropout	
Critical Emphasis								
7	5		1		55		57	
6	13	18%	7	8%	31	86%	33	90%
5	21		19		8		4	
4	35		42		4		4	
3	15		25		1		1	
2	8		5		1		1	
1	3		1		0		0	
Mean	4.2		4.0		6.3		6.4	
Vocational Emphasis								
7	13		18		11		6	
6	24		42		11		5	
5	30	67%	23	83%	15	37%	6	17%
4	18		13		14		6	
3	7		3		12		8	
2	5		2		13		18	
1	3		0		24		51	
Mean	5.0		5.5		3.6		2.3	
Student/Faculty Relations								
7	28		24		14		4	
6	30		27		17		7	
5	20	78%	23	74%	18	49%	13	24%
4	16		22		25		20	
3	3		4		14		14	
2	1		1		10		22	
1	1		1		3		22	
Mean	5.6		5.4		4.5		3.2	

STUDENT COMMENTS

Dropouts

"The majority of students at my community college, the student associations, and the faculty members, in particular, do not consider the educational demands of obtaining a formal education. It does not mean daytime TV soap operas in the student lounge, loud music from radios outside classrooms and the constant milling of students wasting study time around the cafeteria all day. The community college is lost in extracurricular activities. There is no encouragement or push to make students understand that college is not a party. There is a widening gap between the community college and UCLA. My community college is not a college preparatory school. It leans more toward vocational training. There should be two standards in the community college courses: (1) for transfer students; (2) for vocational training. It is difficult to go from a scantron exam to an analytical term paper. I have rarely met a transfer student from my college who did not nearly flunk out or transfer out of UCLA. None of us were prepared for the difficult transition to a serious education. I myself received "A's" and "B's" at my community college. At UCLA I flunked out--the most humiliating and crushing experience of my life. And believe me, color is not relevant."

"UCLA is a meat grinder and a mill. If you're into it, fine. I wasn't. I wanted to be a human being."

"The competition was too difficult. I had a hard time making friends. I felt emotionally alienated."

"I always had to work twenty-five hours a week. I couldn't handle all the time involved for school and work. Life would be simple if we all had money."

"No housing. I had to commute by car which was terribly exhausting. No matter how hard I studied I couldn't get "A's". Worst of all, I had no confidence in my own ability. I was very insecure."

"Basically the size difference. UCLA is so big, cold, impersonal. Faculty tended to be aloof. Administrative horrors of too much red tape. I couldn't adjust to the quarter system. It was difficult to ride the bus everyday."

"It was difficult. I was easily discouraged and by the time of my first quarter midterms, I was so down on myself that I couldn't concentrate. I was accustomed to above-average grades all through my junior college career. My 3.5 GPA disappeared when I entered UCLA. When it came back, a D+, I was shocked. The standards are so much higher at UCLA than at my community college. I wasn't prepared for that at all. Other students had two years to adjust to UCLA already. I couldn't stay there."

"The quality of education I received at my community college was mediocre. We were not given challenging assignments nor were we particularly encouraged to achieve or seek high levels of education and personal performance. The whole experience, both academically and personally, was a waste of time, totally and completely."

Persistors

"At my community college, I felt I was there to expand my knowledge, find out what interested me and to enjoy learning and being with people. When I came to UCLA the grade was suddenly of utmost importance; I felt like I was in a life-or-death situation. The competition among peers was fierce, and the whole atmosphere of the school seemed to demand excellence and top performance. Even though I was an "A" student at UCLA, I felt inadequate and ill-prepared. The pressure at UCLA was an incredible change for me."

"The size of the campus and the classes tend to distance the students from the students and from the teachers. Adapting to classes with 350+ students. I was lost in the crowd. I felt as one of a million other students. No one really cared. Getting used to the impersonality of the campus and the instructors. The major emphasis is on the freshman, not the junior, so I was out of it. Professors seemed unapproachable and they were only interested in their research. The T.A.'s were generally incompetent. Just getting used to unfamiliar cut-throat environment."

"If I had not had the help of a friend who was already at UCLA, I would have been lost, too, in the masses."

"UCLA only pretends to have stiff admission requirements. There are students who cannot even formulate an intelligible sentence. A student can pass through the university without ever writing one paper or making one oral presentation."

"I was told before I came if I could adjust to becoming a number more than being a person, I'd do fine. In many ways this is true. I understand to an extent this cannot be helped, but the student/professor relationship make things a lot harder. I now find myself accepting most anything the professor says. I view professors as superior mentally, but so much so that they have forgotten the average student."

"I found UCLA highly challenging which motivated me to work toward greater potentials that I would not have applied myself towards in the community college atmosphere."

"The competition at UCLA for grades was much greater than at my community college. I realize that with a greater number of students the quest for top marks becomes stronger; however, coming from a small college with a relaxed "high school" appearance, it is quite a shock. At the beginning my grades did go down (I had graduated with honors at my community college) which was very

difficult for me to accept. It took me a while to gain my morale back as well as my grades. But up they went."

"The major difficulties I encountered were primarily related to discrepancies in transfer credits. A community college counselor would unknowingly provide incorrect information, and I found myself having to get three different opinions on transfer information before conflicting information could be dispelled. As a result, I spent two more semesters (one year!) in community college than I had to."

"I think it is up to the individual to realize that UCLA is not a joke or a place to have a good time. If he or she bears down and pushes himself or herself they will get the most out of what UCLA has to offer. I enjoyed it, and I am not that smart, but I worked hard. And that's what counts. I loved it, and I want my children to enter UCLA as well. They will work hard like I did. I wish I was still there. I miss the whole experience."

"I really don't understand what the issue is. I was more than adequately prepared for the University. If anything, I found the University less difficult than my community college experience. There is a little difficulty in the transition from a semester calendar to a quarter calendar and an adjustment in the living arrangements and a geographic transition. Aside from these minor difficulties, there is nothing. Students at the University are more serious about their studies and take more advantage of the library than some students at the community college. However, all of the people I know that transferred from my community college had no real difficulty. I loved the University. I am now a very vocal alumnus. I really don't understand what the issue is."

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